



# **CENTRAL INSTITUTE OF ENGLISH**

## **HYDERABAD-7**

### **FIFTH ANNUAL CONFERENCE**

**of**

### **DIRECTORS AND DIRECTORS OF STUDIES**

**of**

### **ENGLISH LANGUAGE TEACHING INSTITUTES**

**( 20th - 22nd January 1969 )**

**A R E P O R T**



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# PROGRAMME

**Monday, 20th January, 1969**

3-00 P.M

**Inaugural Session**

Chairman : Dr. Ramesh Mohan, Director,  
Central Institute of English.

Introductory remarks by Dr. Ramesh Mohan, Director, Central Institute of English.

A short speech by Mr. D. A. Smith, Chief Education Officer, The British Council India.

3-30 P.M. - 4-30 P.M. Reports of the ELTIs

4-30 P.M. - 5-00 P.M. TEA

5-00 P.M. - 6-00 P.M. Reports of the ELTIs and the CIE

**Tuesday, 21st January, 1969**

9-00 A.M.

Chairman : Mr. D. A. Smith, The British Council.

Discussion on 'Development of Reading Skills'

Discussion initiated by Dr. R. N. Ghosh.

11-00 A.M. - 11-15 A.M. COFFEE

11-15 A.M. - 1-00 P.M. Chairman : Dr. D. D. Jyoti, Director, Regional Institute of English, Chandigarh.

Discussion on 'Remedial Work at Teacher Training Institutions'.

Discussion initiated by Mr. J. A. Barnett.

1-00 P.M. - 3-00 P.M. LUNCH BREAK

3-00 P.M. - 4-30 P.M. Chairman : Dr. Ramesh Mohan, Director,  
CIE

**General discussion :**

- i) Admission of ex-trainees of ELTIs and other secondary teachers to Courses at CIE.
- ii) Financial assistance to ELTIs under the Ford Foundation grant.

Discussion initiated by Dr. R. K. Bansal.

4-30 P.M. - 6-30 P.M. Sub-Committee reviews the deliberations of the Conference and frames recommendations.

**Wednesday, 22nd January, 1969**

9-00 A.M. Chairman : Dr. Ramesh Mohan, Director,  
CIE.

Discussion on the Recommendations of the Ministry of Education Conference on the Teaching of Second Languages.

Discussion initiated by Dr. M. L. Tickoo.

10-45 A.M. - 11-00 A.M. Address by Shri P. V. Narasimha Rao, Minister of Education, Andhra Pradesh.

11-00 A.M. - 11-30 A.M. COFFEE

11-30 A.M. - 12-30 P.M. Sub-committee reviews the deliberations of the Conference and frames recommendations.

12-30 P.M. - 1-30 P.M. Final Session

Chairman : Dr. Ramesh Mohan, Director,  
CIE.

Discussion on the Sub-committee's recommendations; adoption of resolutions.

# LIST OF DELEGATES

## Central Institute of English

1. Dr. Ramesh Mohan, Director
2. Dr. R. K. Bansal, Professor & Head,  
Department of Phonetics & Spoken English.
3. Dr. R. N. Ghosh, Professor & Head,  
Department of Methods.
4. Dr. S. K. Verma, Professor & Head,  
Department of Linguistics & Contemporary English.
5. Mr. K. C. Nambiar, Reader.
6. Dr. M. L. Tickoo, Reader.
7. Mr. D. Y. Morgan, Visiting Professor.
8. Dr. Michael N. Dobbyn, Visiting Professor.

## English Language Teaching Institutes

1. Mrs. R. E. Bradford, Director of studies,  
State Institute of Language Studies (English Division),  
Ajmer. (Rajasthan)
2. Mr. J. N. Bahukhandi, Lecturer,  
State Institute of Language Studies (English Division),  
Ajmer. (Rajasthan)
3. Mr. R. D. Gupta, Director,  
English Language Teaching Institute,  
Allahabad. (U. P.)
4. Mr. A. G. Bonar, Consultant,  
English Language Teaching Institute,  
Allahabad. (U. P.)
5. Mr. M. M. Ghani, Director,  
Regional Institute of English, South India,  
6-A Cunningham Road, Bangalore-1.



3-00 P.M. – 4-30 P.M. Chairman : Dr. Ramesh Mohan, Director,  
CIE

**General discussion :**

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- ii) Financial assistance to ELTIs under the Ford Foundation grant.

Discussion initiated by Dr. R. K. Bansal.

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CIE.

Discussion on the Recommendations of the Ministry of Education Conference on the Teaching of Second Language.

Discussion initiated by Dr. M. L. Tickoo.

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Minister of Education, Andhra Pradesh

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5. Mr. M. M. Ghani, Director,  
Regional Institute of English, South India,  
6-A Cunningham Road, Bangalore-1.

## INTRODUCTION

The Fifth Annual Conference of Directors and Directors of Studies of English Language Teaching Institutes in India was held at the Central Institute of English, Hyderabad, from 20th to 22nd January 1969 under the Chairmanship of Dr. Ramesh Mohan, Director, CIE.

The Conference opened with an address by Dr. Ramesh Mohan. Mr. D.A. Smith, Chief Education Officer of the British Council, also made a short speech on this occasion and referred to the important role the CIE was playing in the improvement of English, language teaching. This was followed by the reports of the various ELTIs presented by the Directors of the Institutes.

The topics for discussion at the Conference were:

- i) 'Development of Reading Skills'. (The discussion was initiated by Dr. R.N. Ghosh, Professor of Methods, CIE.)
- ii) 'Remedial Work at Teacher Training Institutions'. (The discussion was initiated by Mr. J.A. Barnett, Director of Studies, Regional Institute of English, Bangalore.)
- iii) 'Admission of Ex-trainees of ELTIs and other secondary teachers to Courses at CIE' and 'Financial assistance to ELTIs under the Ford Foundation grant'. (The discussion on these topics was initiated by Dr. R.K. Bansal, Professor and Co-ordinator of Studies, CIE.)
- iv) 'The Recommendations of the Ministry of Education Conference on the Teaching of Second Languages' (The discussion was initiated by Dr. M.L. Tickoo, Reader, CIE.)

A Sub-Committee consisting of ten members was formed to review the deliberations of the Conference and frame recommendations. The recommendations framed by the Sub-Committee were discussed and adopted at the Conference.

Mr. P.V. Narsimha Rao, Minister of Education, Government of Andhra Pradesh addressed the Conference on the last day.

Dr. Ramesh Mohan, Director, CIE, expressed his thanks to all the delegates and others who were present at the Conference.

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## OPENING ADDRESS

*by*

the Chairman, Dr. RAMESH MOHAN, Director,  
Central Institute of English, Hyderabad.

Ladies and Gentlemen,

It is both my privilege and pleasure to extend to all of you on behalf of the Central Institute of English and myself a very cordial welcome to this Fifth Annual Conference of Directors and senior members of the Staff of the English Language Teaching Institutes. It is perhaps not necessary for me to say this in a very formal way, since this annual get-together, though called a Conference, is essentially a family gathering. I am, however, grateful to all those of you, who have so readily responded to our invitation and travelled long distances to be present at this family reunion. I am also thankful to the representatives of the British Council and the Ford Foundation and in particular to Mr. Donald Smith and Mr. Queener, for their agreeing to participate in this Conference. We owe a deep debt of gratitude to both these organisations for their generous assistance and keen interest in our programmes.

When we met here at the last Conference along with many educational administrators from different parts of the country, we discussed the major problems of English teaching in India with special reference to the Report of the Study Group on the Study of English in India, published by the Ministry of Education. Our discussions included the objectives and syllabuses, methods and techniques, tests and examinations, training of teachers and organisation of teaching, and textbooks and teaching materials at various levels. The decisions taken on that occasion and the recommendations we made were forwarded to all ELTIs and educational authorities in the country.

The present Conference will give us an opportunity to find out and discuss what developments have taken place in respect of these recommendations.

One important development since we met last has been the passing of the Official Languages Amendment Act by Parliament and the declaration of the National Policy on Education by the Government of India. According to the former, English will continue to be an Associate Official Language for some more time to come. The latter recommends the adoption and vigorous implementation of the three-language formula at the secondary stage by the State Governments, which includes the study of English along with Hindi and a modern Indian Language. It says, "Suitable courses in Hindi and/or English should also be available in universities and colleges with a view to improving the proficiency of students in these languages up to the prescribed university standards." It further says : "Special emphasis needs to be laid on the study of English and other international languages. World knowledge is growing at a tremendous pace, especially in science and technology. India must not only keep up this growth but should also make her own significant contribution to it. For this purpose, the study of English deserves to be specially strengthened."

Both the Education Commission and the University Vice-Chancellors have emphasised the need for the study of English at the University level even after the regionalisation of the medium of instruction at that level. Thus the importance of the study of English in our educational system has now been widely accepted and I have every hope that whatever controversies there still are on this question will soon subside.

The Ministry of Education, Government of India, recently convened a Conference on the Methodology of Teaching Indian languages as second languages in Secondary Schools which included the teaching of English. This Conference was attended by some of the eminent linguists and educationists of the country and was inaugurated by the Union Minister of Education. The recommendations of this Conference relating to the teaching of English have already been circulated to you and we have provided during this Conference for a general discussion on some of the important recommendations. These may have some far reaching implications regarding the future programmes of the English Language Teaching Institutes in the country. The aims and objectives for the teaching of English at various levels, accepted by this Conference are almost the same as recommended by the Conference on Major Problems of English Language Teaching held here last year. The Conference has also endorsed most of the suggestions made by the Central Institute of English which were based on the decisions that we took last year,

and has emphasised the need for strengthening the Central Institute of English for training of key personnel in the ELT field, the preparation of teaching materials, organisation of orientation courses and seminars, the provision of technical and financial assistance to State Institutes and advice, and dissemination of information to educational centres all over the country on the problems relating to the teaching of English. This Conference has also recommended that the ELTIs established in certain States should work in close association with the CIE and should be strengthened in the discharge of their following functions :

- (a) the training of (i) teacher-trainers in training schools, (ii) secondary schools teachers and (iii) subjects inspectors ;
- (b) the organisation of in-service campaigns for the general retraining of teachers of English ;
- (c) the production, with CIE assistance as necessary, of teaching materials based on the findings of linguistic and language teaching research ;
- (d) the supply of cyclostyled and tape-recorded materials ;
- (e) the collection of feedback data from schools for purposes of research (strictly need-based and practical).

The Conference has also stressed that as a long term measure for improving the teaching of English in secondary schools, "it would be necessary for the universities to take initiative to produce their language teachers of English through intensive training courses," and a provision of language courses leading to the B. A., and M. A., degrees.

I wouldn't at this stage go into the other important recommendations of this Conference since we will have the opportunity of discussing them in detail tomorrow afternoon.

An important recommendation of our Conference last year was that the Central Institute of English should involve the University Departments of English with our proposals and there should be a closer contact between the Central Institute of English and University Departments of English. I am happy to tell you that we have made considerable progress in this direction. We are now actively collaborating with the University Grants Commission in the Summer Institutes of English for University and college teachers, sponsored by

the University Grants Commission. The University Grants Commission has also decided to award six fellowships to the outstanding participants of the Summer Institutes at the Universities for further training at the Central Institute of English. During the last three days, we have had a Seminar of University Heads of Departments of English at this Institute, sponsored by the U.G.C. and organised under the joint auspices of Osmania University and the Central Institute of English. You will be glad to know that the professors of English who attended the Seminar from different parts of the country discussed specific measures for the revision of English syllabuses at various levels of University education, and the Seminar unanimously arrived at concrete suggestions in this regard. It also stressed the need for intensive training of college teachers of English in modern methods, introduction of a language paper at the M.A. level, the need for research in English language and the necessity for raising the status of the Central Institute of English, to an Institute of National Importance as a 'deemed University', to facilitate the work that the CIE is required to do at the University level.

We are already taking steps to strengthen our Departments of Materials Production and Extension Services and to establish an Archive and Information Centre so as to prove more useful to the Universities and English Language Teaching Institutes. We have already set up a Bureau of Tests and Examinations which has been doing a good deal of preliminary work in this field. I hope this will enable the English Language Teaching Institutes to make the fullest use of the increased facilities for training, research and materials which the Institute may be able to offer in time to come. We have now completed a series of textbooks for schools which we have submitted to the NCERT for publication. It is proposed that these will be sent to all the States for any use that they might like to make of them. We have also agreed to undertake a project for the NCERT for the preparation of self-instruction materials in English for Hindi and Tamil speakers.

A fuller account of the activities of the Central Institute of English will be presented to you by my colleague, Dr. Bansal, when the reports of the Institutes are presented.

I feel that much more research in the field of English Language teaching is necessary before we can discharge our functions effectively. We do not possess adequate information on the existing arrangements in the teaching of English in schools in different States, or any comparative studies of terminal achievements under these arrange-

ments. A survey of these with the help of English Language Teaching Institutes is absolutely essential before we can formulate any effective methodology programmes. We also need to carry out research to determine the various abilities that would be developed in the secondary schools in order to enable the University entrants to make an effective use of English, and to study the social and vocational use of English for school-leavers not proceeding to institutions of higher learning. A study in the intra-national ability of English spoken by people from different States of India will also be valuable for the evolution of an all Indian standard. Such research, which is the prime function of this Institute, would need active help from the English Language Teaching Institutes to obtain the necessary data and the feed-back. I hope that this Conference will address itself to the task of exploring the areas of collaboration between the Institute and the English Language Teaching Institutes for the implementation of some of the programmes I have referred to above.

Another important question that we should discuss during the course of the next few days relates to the training of teachers. We have already stressed the need for the establishment of an English Language Teaching Institute in each State. I am happy to learn in this connection that the English Language Teaching Institute at Chandigarh has now become a Regional Institute to cover the States of Haryana and Punjab and the Union territory of Chandigarh. This is a step in the right direction. I hope more such institutes will be established in areas, where none exist at present.

We have, however, to give some thought to the levels for which the State Institutes will be training teachers. At present, with some of the Institutes concentrating on training teachers at the primary level, a large body of secondary school teachers remains untrained, apart from whatever training they receive in training colleges (which we all know is wholly inadequate). The Central Institute of English can at best train a small group of teacher-trainers every year and it is not feasible nor desirable that it should continue to undertake the training of individual teachers at the secondary level. I have all along felt that the English Language Teaching Institutes have to take the responsibility of training at this level in some form or the other and I hope that our deliberations during the next three days will consider this important problem. In fact something much more than the training programmes at the Central Institute of English, English Language Teaching Institutes



and the universities will be needed if we have to cover all the teachers of English that will be increasingly required, and we will have to think in terms of programmed courses for teacher training, short refresher courses and campaign centres throughout the country on a large scale. We have already said in the recommendations of our Conference last year that the work of institutions whose activities impinge on English teaching needs to be coordinated. We have to think of some more effective steps in bringing about this coordination.

As you are aware the Ford Foundation has very generously placed certain funds at the disposal of this institute for financial assistance to the English Language Teaching Institutes for equipment, books, teaching posts and special research projects. We have already disbursed some funds under this programme of assistance to the English Language Teaching Institutes although I am aware that the provision of this assistance has not yet been as satisfactory as it should have been. I must apologise to you for the delay in the supply of books that were ordered for the ELTIs. The equipment that we ordered for you has not yet been received and will be sent to you as soon as we get it from abroad. I can only say that this delay has been for reasons beyond our control. Apart from this, the lack of a proper understanding about the programme of assistance on the part of the English Language Teaching Institutes and perhaps a lack of effective dialogue between the Central Institute of English and English Language Teaching Institutes has also stood in the way of useful and effective implementation of this programme of assistance. A discussion of this, as we have provided in the agenda of this Conference, will be helpful in clarifying matters and deciding on proper procedures for the smooth functioning of the programme.

In addition to discussion of these matters, which are of practical importance to the Central Institute of English and the Institutes, we felt that we should also utilise this opportunity, when a number of experts on English Language Teaching are present here to discuss a number of academic problems of immediate significance, such as the development of reading skills, and remedial work. I am sure that these discussions will be able to give a useful lead for effective programmes of teaching in this direction.

The English Language Teaching Institutes have to play an increasingly significant role in the educational field in this country, and have to equip themselves suitably for this role. This Annual



## SUMMARY OF THE SPEECH

*by*

Mr. D. A. SMITH,  
Chief Education Officer  
British Council in India

Mr. D. A. Smith thanked the CIE and the Director, CIE, for inviting him to the Conference and giving him the opportunity of speaking on behalf of the Council.

He expressed the Council's pleasure at the steady growth in the prestige of the CIE and its happiness at the full partnership the CIE had assumed in the programme of Summer Institutes in English Language. It was the CIE's Indian staff who would constitute the main force for reform but the Council hoped to continue its help through such means as the secondment of its own staff, and the provision of visitorships and scholarships. There were reasons for hope that Australia might enter the field of assistance to ELT in India.

The clarification of governmental language policies, Mr. Smith observed, had helped to make 1968-'69 a more hopeful year than the year before, and 1969-'70 promised to be even better. The Summer Institute programme had gone from strength to strength. 1500 college lecturers had now undergone training, and this year there would be an increase in the number of institutes from ten to twelve. The setting up by the UGC of an *Advisory Committee on Summer Institutes* was a big advance. This committee included Dr. Ramesh Mohan and some of the most forward-looking heads of English Departments in the country.

Mr. Smith felt sure that the English Language Teaching Institutes were now making encouraging progress, with increasingly generous support from most State Governments and from the Centre. About nineteen lakhs of rupees, according to one estimate, now came from public funds to the support of the institutes with which the Council was associated. At least seventeen million copies of

books had been produced in the most popular series published by these Institutes and sales of other series ran into several millions.

Recently certain foreign volunteer agencies — the U. S. Peace Corps, the British Voluntary Service Overseas and the Canadian University Service Overseas — had come into the ELT field, and were providing notable assistance in Madhya Pradesh, Madras and the Punjab.

However, major problems still remained. Most institutes were still too small and understaffed to meet the needs of State Governments. School syllabuses were unrealistically overloaded. Readers were often old-fashioned and of poor quality. Even the Readers produced by the various Institutes had suffered from hastiness in their writing. Examinations stood in need of almost universal reform. Teaching by radio was developing, but classroom follow-up was inadequate. Television was proving useful in Delhi, but, on its present scale, was no more than supplementary to the work of teachers. Most serious of all, the tide of reform had made little impact upon the training colleges. There were good grounds for hope, but it would be wise to remember all these problems.

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## SUMMARIES OF ELTIs' REPORTS

### State Institute of Language Studies (English Division), Ajmer, Rajasthan

The State Institute of Language Studies (English Division), Ajmer, Rajasthan, was set up in 1966. It started a staff-training programme in December, 1966, and admitted its first students in March, 1967. The Institute is administered by the State Directorate of College Education.

The main course run by the SILS lasts 17 weeks. Admission is restricted to Senior Teachers (i.e. teachers of Standard XI) who have an M. A. in English and a B. ED. and have been selected by the Public Service Commission. Selection of trainees is made by the SILS itself.

The course covers all stages of foreign language teaching, with special reference to English, from the beginners in Standard VI to the end of Standard XI. In addition, the trainees are taught how to conduct further training courses for other teachers.

The SILS course is very practical in bias, and most of the work is linked up with the daily demonstrations and practice teaching.

All the staff are trained as demonstrators and share the handling of demonstration lessons. Team teaching is used, and courses in usage, methodology, spoken English, visual aids, and preparation of teaching and testing materials by the trainees are integrated as far as possible.

The SILS advises the Rajasthan Board of Secondary Education on all matters pertaining to the teaching of English, and has a member on the Board's English Courses Committee. It also advises the Department of Education about work in the middle schools and co-operates with the State Institute of Education at Udaipur and with the NCERT Department of Curriculum and Evaluation in New Delhi. It is establishing contacts now with the State Evaluation Unit at Ajmer.

This year the SILS is going to add a one-month course for college lecturers who handle P U. C. and 1st year T. D. C. English. There are plans for setting up a Production Unit to evolve teaching and testing materials.

## English Language Teaching Institute, Uttar Pradesh, Allahabad

The Institute was established in December, 1956 with the financial aid of the Nuffield Trust (U. K.) and the technical assistance of the British Council in India.

On May 1, 1963, it was taken over by the Education Department of Uttar Pradesh. Its primary aim generally is to train and retrain selected teachers of Junior High Schools, Higher Secondary Schools, Intermediate Colleges and Training Institutions and also the supervisory and inspecting staff of the State in the latest methods and techniques of teaching English as a foreign language. Lately, however, it has been decided first to train all the teachers of English working in Government Higher Secondary Schools and Intermediate Colleges both for boys and girls, before taking up any other training programme. The Diploma awarded by the Institute has been made an essential qualification and a condition of eligibility for appointment as a teacher of English in a government Institution in U. P. after 1969.

Ordinarily the Institute organizes two Diploma Courses of four months each during the year and holds one or two summer courses in the hills during the months of May and June to reorient its ex-trainees or the supervisory staff of the Education Department to the new approach. Along with an intensive course of instruction in theory, comprising Elementary Linguistics, English Language, Spoken English, Structural Approach, Methods of Teaching, and Evaluation, the trainees in the Diploma Courses are also given practice in teaching according to the new techniques.

The Institute has so far organised 24 Diploma courses and 16 summer courses. It has also organised about 22 short courses in different districts to carry out follow-up or orientation programme besides the follow-up work in the town of Allahabad. About 860 teachers have so far been trained on the Diploma Courses, 726 oriented or re-trained in the summer courses, and about a thousand reoriented or given a short initiation in the districts during follow-up programmes or short courses conducted by the staff.

The Institute has produced textbooks and supplementary readers for classes III to VIII and other teaching aids and materials. The Institute has also been publishing a bulletin twice a year since October 1966.

Besides the Director, there are two Associate Professors and one Tutor in the Special Subordinate Education Service. In addition to these we have a British Consultant seconded by the British Council.

## English Language Teaching Institute, Bhopal

The English Language Teaching Institute at Bhopal was established by the Government of Madhya Pradesh in August 1964. It started functioning with an academic staff of six in two small rooms on the campus of the College of Education, Bhopal. For about two years it ran orientation courses of three weeks' duration in provincial towns during the session and in Bhopal during the vacations. These courses were in Methodology for teachers of English in Middle and Higher Secondary Schools and in Spoken English for B. Ed. students in Colleges of Education.

The Institute started three-months courses in July 1966. It has run five three-months courses and trained 101 lecturers from higher secondary schools and teacher training institutions. It has trained 541 teachers of English through short-term courses, which continue along with the three-month courses.

At present the Institute has one Director, one professor, four Assistant Professors and four Lecturers.

The chief functions of the Institute are :

- (a) training lecturers in English from higher secondary schools and from teacher training institutions responsible for training middle school teachers ;
- (b) running on-the-job orientation courses for teachers and B.Ed. students ;
- (c) visiting schools where the ex-trainers are working to follow up the training programme ;
- (d) production of teaching materials for the guidance of teachers in schools ; and

- (c) collaboration with the teacher training institutions and the AIR in ELT Programmes.

The Institute has produced an English course for Class IX (Pupils' Book, Teacher's Book), and brought out a monograph : 'Testing English'.

## Regional Institute of English (formerly Punjab Institute of English) Chandigarh

In association with the British Council the Punjab Institute of English was started in July 1963 by the Punjab Government as part of an effort to improve the quality of secondary education. The main job of the Institute is to retrain a large body of trained graduates to teach English using modern techniques, popularly known as 'The Structural Approach'. The Institute is engaged in giving intensive training to the teachers of English who will teach English in Clases VI to XI in the secondary schools of Punjab, Haryana and Chandigarh.

The four-month course includes three areas of concentration :

- i) Remedial English
- ii) Elementary Applied Linguistics.
- iii) Methods of Teaching English as a foreign language.

60 teacher-trainees attend each session at the Institute and are given intensive training for three months in these areas by a regular staff of five. During the four-months of the course, the trainees are assigned to Chandigarh schools for supervised practice teaching. Work in Remedial English continues during this period.

Since 1963, the Institute has trained 450 teachers from schools in Chandigarh, Punjab, Haryana and Himachal Pradesh, who are now working in 125 selected secondary schools.

The Institute's programme is supported by the British Council (Aid to Commonwealth English), the American Peace Corps, Canadian University Service Overseas, and the British Voluntary Service Overseas. 37 foreign volunteers drawn from Canadian University Service Overseas, British Voluntary Service Overseas and the American Peace Corps are currently working with the Institute.



The Institute has a first-rate library, consisting of 6,500 volumes on General Linguistics and the teaching of English as a foreign language. It has a fairly well equipped Audio-Visual section.

The Institute sets the Departmental and University examination papers for students taught English by the structural approach in Middle, High and Higher-Secondary classes.

The syllabus drafted by the Institute has been adopted in (i) 125 high and higher secondary schools (ii) in all the colleges of Education in the States of Punjab, Haryana, and Himachal Pradesh affiliated to Punjab University (iii) in M. A. Part II (English) of the Punjab University, Chandigarh.

The Institute has been renamed 'Regional Institute of English'.

The staff of the Institute consists of 1 Director, 1 Associate Professor, 1 Senior follow-up Supervisor, 5 Lecturers and 1 Part-time Lecturer.

## Institute of English, Bihar, Patna

The Institute of English, Patna was set up by the Government of Bihar in 1962. The Institute runs two four-month courses every year. It has so far organised thirteen courses, and has already trained 415 teachers. The final selection of candidates for admission is made by the Director of Public Instruction, Bihar in consultation with the Director of the Institute. Teachers recommended for admission have to be at least B. A.s and between 25 and 40 years of age, and must have at least three years of teaching experience. There are forty places on each course. Every trainee is paid a monthly stipend of Rs. 50/-.

The course comprises general linguistics (including modern grammar), phonetics and methods. An examination in these subjects is held at the end of the course.

The Institute has also assisted different educational bodies in revising the syllabuses, in compiling teachers' handbooks for high school classes, in organising radio lessons on English for school students, in running short in-service training courses.

## Regional Institute of English, South India, Bangalore

The RIE was established in 1963 by the governments of the four Southern States—Andhra Pradesh, Kerala, Madras and Mysore—in collaboration with the British Council. It is controlled by a Board of Governors comprising the Education Secretaries and the Directors of Public Instruction of the four States, Director, Central Institute of English, Representative of the Union Ministry of Education, Representative of the British Council, Director and Director of Studies of the Institute.

The aim of the Institute is to equip its trainees to train teachers of English from Standards 3 to 8. In 10 five-month courses run so far chiefly for training school teachers, 784 people have been trained from the four States. To these courses have now been added some short-term courses (3 weeks' duration) for Inspecting Officers. Two such courses have been held so far giving orientation to 137 Inspecting Officers.

The staff consists of a Director (M. M. Ghani), a Director of Studies (J. A. Barnett), 6 professors (including 2 from Britain) and 10 lecturers. Almost all of the Indian staff have attended courses in Britain.

The RIE is responsible for the professional supervision of campaign centres which run four- or six-week in-service courses.

The Institute has produced

- (a) An English Syllabus for primary schools,
- (b) Teacher's handbooks, and pupil's workbooks and readers based on this syllabus for Stds. 3-7,
- (c) An English Syllabus for training schools.

More recently the RIE has undertaken a series of 9 radio programmes each year aimed at introducing primary school teachers to modern methods of English teaching.

Also run at the Institute are short orientation courses and seminars for DEOs, Headmasters and teachers.

## State Institute of English for Maharashtra, Bombay

The State Institute of English for Maharashtra was set up in November, 1965 by the Government of Maharashtra to give pro-

professional advice on English teaching and help the Education Department in implementing its English teaching scheme for the State.

It has an official establishment of Director, 4 Professors in Class I of the Maharashtra Education Service and four Lecturers in Class II of the M. E. S. A Lecturer provided by the British Council works full time with the Institute.

### Courses :

- i) The Institute conducted 3 nine-month courses for teacher-educators from Government Junior Colleges of Education, teaching English at an advanced level.
- ii) A part-time in-service training course was organized for teachers from municipal secondary schools in Bombay. 30 teachers attended the course.
- iii) 3-week courses for Inspecting Officers were organized in the year 1966-67. 49 Inspecting Officers attended these courses
- iv) 2 sandwich courses were organized by the Institute in the year 1968. One course was organized for teachers from English medium schools and the other one was meant for teachers from non-Government secondary schools.
- v) 4 orientation courses were organized between September and November, 1968 for teacher-educators already trained at the Institute. The course was organized to give a clear idea to the participants of the new D. Ed. course.

A Conference of the Principals of the Government Junior Colleges of Education teaching English at an advanced level was organized to discuss the academic, organizational and administrative aspects of the new D. Ed. course.

The Institute prepared a syllabus in English for the two-year D. Ed. course. A handbook has also been prepared by the Institute to accompany the syllabus.

The Institute collaborates closely with the All India Radio on school broadcasts to Standard IX and is helping the Bureau of Text-book Production to produce a set of Readers for English-medium schools.

The Institute has also undertaken a project regarding the structure count of Maharashtra Readers I and the word count of Readers I, II and III.

Future plans of the Institute are related to the organization of courses for B. Ed. college lecturers and teacher-educators from other Junior Colleges of Education.

## Institute of English, Calcutta

The Institute of English, Calcutta, started on 4 February 1963 as a West Bengal Government sponsored post-graduate teacher training institution with British Council cooperation. Its principal object is to train secondary school teachers and lecturers at teacher training colleges in modern methods of teaching English. The curriculum includes instruction in, and practice at, Methods, Language and Phonetics, with tutorials, demonstration classes, training in classroom aids, and language laboratory sessions. The four-month course divides into twelve weeks of instruction, three weeks of teaching practice and lesson planning, and a week of examinations. Two courses are held each year. The twelfth course is in progress now. The course intake has increased over the years from 23 to 80. Altogether 618 trainees have been trained up to date.

The staff at the Institute consists of:

- Director
- Director of Studies
- 1 Specialist Assistant Professor
- 2 Assistant Professors
- 1 Assistant Professor for Language Laboratory
- 1 Research Assistant Professor
- 1 Research Assistant
- 1 Lecturer
- 1 GVSO

The Institute wishes to express its gratitude to the Ford Foundation and the CIE for making funds available to pay the salaries of the Lecturer and the Research Assistant.

The character of the course is becoming increasingly practical, moving towards the RIE Bangalore pattern. Much more emphasis is given to language work. Projects on materials needed for classroom teaching are run concurrently with the course and given gradings (on a nine-point scale) which count towards final diploma.

The amount of live demonstration teaching given has been increased both in the Institute and in a nearby school.

Under the Selected Schools Scheme there are three categories of selected institutions at present :

- i) Teacher Training Colleges (for primary schools). The Institute is to train one member of staff in each of the 46 colleges in West Bengal. Of these 32 have already been trained.
- ii) 25 schools can now be regarded as having fully accepted the scheme, whereby all the teachers of English will be trained at the Institute.
- iii) Another 30 schools with 3 plus Institute-trained teachers are potential additions to the Selected Schools Scheme. It is hoped to establish a maximum of 50 schools, all within category (ii).

An experimental free primary school for poor children from the neighbourhood is being opened on 28-1-1969 on the Institute premises. The time-table is so arranged as to allow for demonstration/observation and for limited teaching practice.

The 8-booth Connevans Mark IV Language Laboratory is now working 17 periods per week and the courses given in it are integrated with the main programme. Each trainee has one period a week, and may have more if he so wishes.

The library has been rehoused in a cooler, larger room and is now more used. There are 5698 books in it. A large consignment of books has just been taken in—a very useful gift obtained through the CIE, disbursing Ford Foundation funds.

Practical research has been, or is being, started in three fields:

- i) Beginners' mistakes in III and IV;
- ii) Vocabulary stock needed for III and IV;
- iii) Composition teaching in VII.

## Textbooks

Proposals for a textbook unit to be established at the Institute, initially for three years, have been agreed at the Directorate of the Education Department. The aim is to make the unit self-financing. The main work to be undertaken is a completely new set of books and other teaching materials for III, IV and V.

## Institute of English, University of Kerala, Trivandrum

The objectives of this Institute are :—

- i) to impart to College Teachers of English a grounding in modern English Usage and Structure ;
- ii) to make them aware of the problems of teaching prose, poetry, drama and composition at the college level ;
- iii) to develop original critical ability ; and
- iv) to give them some experience in research methods and practice.

The method of English language teaching recommended is the lecture-cum-heuristic method diversified with Seminars, group discussions, and tutorials.

The Institute staff consists of 7 members including the Director and one Visiting Professor of American Literature.

There are three different courses run at the Institute :—

Diploma in English	— 1 year
M. A. (Regular)	— 2 years
M.A. (Evening)	— 3 years

The prescribed qualifications for admission are as follows :

1. Pass in M. A. Degree Examination in English Language and literature for Diploma in English Course.
2. Pass in B.A. B.Sc. Degree Examination for M. A.

The number of teachers so far trained is 120.

## H. M. Patel Institute of English, Vallabh Vidyanagar, Gujarat

The Chief objectives of this Institute are to prepare a cadre of trained teachers of English, to raise the standard of English teaching at various levels, to investigate English language teaching problems and to prepare materials for use in schools and colleges.

The Institute was established in 1965 through the generosity of Shri H. M. Patel, who is the Chairman of the Board of Governors of the Institute,

The Institute offers courses in four streams :-

1. A one- year post-graduate course leading to the degree of B.Ed. (English).
2. A Diploma Course in the Teaching of English for under graduates to cater to the needs of the middle schools.
3. A five-year post-matriculation course leading to the simultaneous awards of two degrees B.A. and B.Ed. in English.
4. Intensive courses for undergraduate and postgraduate students have been added since July 1968. These lead to the award of Junior and Senior Certificates in English. To a certain extent they enable the students to read and comprehend books in English and express themselves well.

The Institute has a fairly well equipped library with 4,129 books, and a regular subscription to 29 periodicals. Books are loaned to school libraries, and Book-Exhibits are arranged from time to time.

Gramophone records and films loaned by the British Council and the USIS are frequently used. The Institute has recorded its own materials on tape.

*Ex-trainees :-* Three batches of our trainees—26 Diploma holders and 182 B. Eds. in English have so far passed out of the Institute. Most of them have received advanced increments ranging from 1 to 10. The Institute continues to supply teaching and testing materials to them.

### Projects :-

1. Preparation of a diagnostic test.  
The project given to us by the CIE is almost complete.
2. Preparation of Teachers' Handbooks.  
The work spread over three phases has commenced.
3. A project on 'Faster Reading Skills' to investigate the reading awareness and reading readiness of PUC students is being undertaken from march 1969.

There are 13 members on the staff - the Principal, two Professors, six Lecturers and four Tutors.

*Extension work :-* The Institute conducts Seminars and workshops on English Teaching at Vallabh Vidyanagar and at various other centres in the State.

The Institute offers in-service training programme through summer institutes. An Institute organised during the summer of 1968 catered to the needs of the Central Schools.

The Institute offers free service to schools in the State by supplying them with bibliographical assistance, preparing syllabuses and working out courses for them and undertaking the service of tape recording.

### Central Institute of English, Hyderabad

Presenting a brief report on the activities of the CIE since the last Conference held in December 1967, Professor R. K. Bansal said it was a year of useful activity and important developments at the Institute.

The recommendations of the Seminar held at the CIE in December 1967 were sent to the Ministry of Education, the State Departments of Education, the Boards of Secondary Education, the University Grants Commission, the Inter-University Board, University Departments of English and Education, the National Council of Educational Research and Training, English Language Teaching Institutes and State Boards of Teacher Education.

The recommendations were also placed before the All-India English Teachers' Conference held at Chandigarh in December 1967. A paper on the Teaching of English in Secondary Schools, based on these recommendations, was submitted as a background document for discussion at a Ministry of Education Conference held in November 1968.

In January 1969 a Seminar of University Professors of English sponsored by the University Grants Commission was held at the CIE in collaboration with Osmania University to discuss major policy matters in respect of the teaching of English at the pre-university, under-graduate and post-graduate levels. Some important decisions were taken regarding pre-university, B. A., and M. A. English courses and the emphasis to be given to the study of English language at all levels. The Seminar recommended the introduction of a paper, preferably a compulsory paper, at the M. A. level, inclu-



ding i) Language, ii) Contemporary English Grammar and Usage, and iii) Phonetics and Spoken English. The need for closer relations between the CIE and the universities in the training of teachers, the production of teaching materials, the provision of lists of suitable reading materials, the preparation of attainment and diagnostic tests and the dissemination of information on English Language Teaching. It was also suggested that the CIE should be given the status of a deemed university to enable it to discharge the greatly increased responsibility assigned to it.

In accordance with the decisions taken at the Directors' Conference in December 1967, the CIE has been gradually withdrawing itself from the training of secondary school teachers, the primary school teachers being already excluded. The only secondary teachers now admitted to the CIE are Headmasters, teachers specially selected by State Governments for higher training, second class M. A.s in English, teachers already working as tutors in training programmes, ELTI staff, and teachers from Union Territories and countries in special treaty relationship with India.

*Staff* :— The academic staff of the Institute, besides the Director, consists of 4 Professors, 2 British Council Officers under the Aid to Commonwealth English Scheme, 1 Ford Foundation Consultant, 9 Readers and 8 Lecturers.

### Short-term-Visiting Professors :

Professor M.A.K. Halliday, Professor of General Linguistics, University College, London. worked as a short-term Visiting Professor at the Institute from 5th February to 22nd March 1968 under a grant from the Ford Foundation. He gave a course of lectures on 'A Systemic Description of Modern English'.

Professor Robert B. Lees, Head of the Department of Linguistics, University of Illinois, USA, was a short-term Visiting Professor from 19th August to 3rd October, 1968. He gave a course of lectures on "Transformational Grammar and the Problems of Semantics",

### Courses :

The following post-graduate courses are given at the CIE :-

- 1) Post-graduate Certificate in the Teaching of English  
(1st July to 31st October)

- 2) Post-graduate Diploma in the Teaching of English  
(1st July to 31 March)
- 3) Post-graduate Diploma in English Studies  
(1st July to 31st March)

The total number of places for these three courses is 60.

- 4) Post-graduate Research Diploma in the Teaching of English  
(1st July to 30th June)

The Institute also organises special short courses for teachers of English during summer.

The total number of teachers trained at the CIE is 1148.

### Short Courses :

i) A Short Summer Course was organised at CIE from 3 to 22 June 1968 for lecturers in English at Training Colleges and University Departments of Education to introduce them to some of the recent developments in English Language Teaching, to familiarize them with facts about the English Language - written and spoken, to suggest syllabuses and examination reforms, and to give them detailed guidance on the teaching of various topics included in the B.Ed. syllabus in the Teaching of English.

ii) Special Course in English for State Bank of India Officers :

On the request of the Principal, State Bank of India Staff Training College, Hyderabad, a special course in English for State Bank of India officers was conducted at the Institute from 4th November to 23rd November, 1968. 27 participants attended the course.

### Research Diploma Course :

i) Six Research Fellows qualified for the Research Diploma in August 1968. The title of their dissertations were as follows :

- |                         |  |
|-------------------------|--|
| 1. Shri T. Ganapathy    | Sentence Patterns in Kannada and English.                          |
| 2. Shri R. V. S. Murthy | A comparative study of the Direct Method and the Bilingual Method. |

3. Shri G. Parthasarathy      Remedial lessons on English pronunciation for the language laboratory.
4. Shri V. Prakasam          Telugu-English Syntactic patterns.
5. Shri S. K. Shukla          Problems of translation and the implications of its use as a teaching device.
6. Shri M. K. Verma          Hindi and English Sentence and Clause patterns.

ii) Four Research Fellows were admitted to the post-graduate Research Diploma Course, 1968-69.

### UGC Summer Institutes in English :

Eight members of the CIE staff worked as specialists at the various Summer Institutes in English for college teachers held in collaboration with the University Grants Commission and the British Council.

Draft syllabuses in Elementary Linguistics, Grammar and Usage, Phonetics and Spoken English and Methodology were sent to all Summer Institutes along with text materials and language exercises to be used for demonstration classes and discussions.

### Textbook Production Unit :

The Unit has been engaged in the production of two series of textbooks (III-XI series called the Special Series and VI-XI Series called the General Series) for secondary schools. These are going to be published by the NCERT, New Delhi, according to a phased programme.

The following books included in Phase I are expected to be published by July 1969.

Special Series : Textbooks and allied materials for Classes III, VI and IX.

General Series : Textbooks and allied materials for Classes VI and IX.

## Language Laboratory :

The Institute has an eight-booth language laboratory run on a library basis ; multiple copies of each lesson are made available so that each participant can choose work appropriate to his needs.

## Teacher Education Programme (TEP)

An experimental evaluation of the 'Teacher Education programme', a course of programmed instruction for teachers of English, is being conducted at the Institute. The experiment has been sponsored by the United States Agency for International Development.

Phase 'A' of the experiment indicated the feasibility of an experimental trial of this programme in India. Phase 'B', a comparison of the TEP and the CIE Certificate Course, has also been completed.

## Radio Unit :

The Radio Unit has been broadcasting three lessons a week in English for classes 8, 9 and 11 of high schools in Andhra Pradesh. The lessons are based on the prescribed textbooks and deal with comprehension, vocabulary, syntactic patterns and pronunciation.

## Tape-recording Service :

Tape-recorded materials were transferred to tapes sent by various institutions.

## Financial Aid to ELTIs under the Ford Foundation Grant :

The first consignment of books imported under the Ford Foundation grant was received, and the books were sent to the Institutes concerned.

The following amounts were sanctioned to ELTIs out of the Ford Foundation grant for 1968--'69 :

1) Books	Rs. 62,500-00
2) Equipment	Rs. 52,000-00
3) Cash grants	Rs. 58,202-70

Lists of books and equipment to be imported for the CIE and other English Language Teaching Institutes under the Ford Foundation grant during 1968-'69 were sent to the Foundation.

## Publications :

- 1) CIE Bulletin No. 6 (1966-'67) has been published, and copies are available from Orient Longmans.
- 2) The Institute prospectus for 1968-'69 is now available.
- 3) Monthly news bulletins were brought out for internal circulation.

## Director's visit to Australia :

Dr. Ramesh Mohan, Director, CIE, attended the Conference on Commonwealth Literature and Language Studies at Brisbane, Australia from 9th to 15th August 1968 and read a paper on "The Teaching of English Literature and Language at the University Level in India".

## Conferences :

The Director, CIE, attended a Conference organized by the Ministry of Education in Delhi, November 11-13, to discuss the Methodology of Teaching English and modern Indian languages as second languages in secondary schools. It was decided that English should be taught for five years—Class VI to Class X—and a provision made for 600 hours of teaching. On November 14, the Director attended a meeting of the NCERT Steering Committee on Methods and Materials in Second Language Teaching. The Committee entrusted to the CIE a research project on 'Instructional material and language programmes for the teaching of English to Hindi and Tamil speakers'.

## Exhibition :

An exhibition was held at the Institute on the occasion of the Golden Jubilee celebrations of Osmania University. CIE materials, publications, Language Laboratory, teaching machines and other equipment were on display.



## DISCUSSION

on

### 'Development of Reading Skills'

DR. R. N. GHOSH, Professor, CIE, read a paper, 'Development of Reading Skills', to initiate the discussion. He said that there weren't nearly enough books and research studies dealing with the problem of learning to read a foreign language. Specially in India the problem of reading hadn't been investigated. Apart from the work of Michael West, completed more than forty years ago, there wasn't any worthwhile research to guide teachers and administrators in formulating policies or improving methods.

Reading was a neglected subject in our schools. One had only to examine the school time-table to get a fairly good idea of the general position with respect to reading. Reading of a sort was usually provided for in the time-table under the labels 'Prose' and 'Non-detailed Reading'. But, reading in a 'prose' class was a very subsidiary aim for the teacher—a by-product of oral activities. The non-detailed or supplementary reading part of English teaching was also done very perfunctorily by the teacher, though the entire blame couldn't be laid at his door. His method of teaching non-detailed reading was determined by (a) the quality and the difficulty level of the prescribed book, and (b) examination requirements. Professor Ghosh pointed out how the badly constructed books that children were required to read, coupled with the inefficient, unimaginative examination, compelled both teachers and pupils to neglect non-detailed reading completely. As a result, high school pupils read slowly and haltingly with perhaps less than 50% comprehension. They read to themselves at the same rate as they read aloud.

And yet reading was one area of English language teaching which could be fairly competently managed. Reading skills were developed—after the stage of word recognition—by using suitable material that could be easily understood. But the muddled organization of English books and examinations constituted a major hindrance to the teaching of reading.

At the end of the brief analysis of the situation, Professor Ghosh put forward his suggestions for consideration by the Conference as follows :

1. Reading should be given a better deal in the general scheme of English teaching. In terms of time, it should be given one-third of the time available for English. If the time-table provided for 6 periods of English, 2 periods should be devoted to the aural-oral skills, another 2 periods to reading, and the remaining 2 periods to writing. Recognition of the value of training in efficient reading was of the utmost importance.
2. Suitable reading materials needed to be produced. Simplified readers in vocabularies ranging from 500 to 3,000 words had been produced by various well-known publishers, but the vocabulary and grammar in these books did not always correspond to the vocabulary and grammar on the official school syllabuses. In the circumstances, readers had to be produced by official agencies. They had to be constructed very carefully ; they should be suitable from the points of view of both language and content. A reader at a given level should contain vocabulary and grammar that had been introduced up to that point, in previous classes, plus an additional vocabulary, introduced at a reasonable rate—perhaps 3 to 4 new words per hundred known words. Any other words that the author required for doing justice to his themes should be glossed.

The existing readers were full of stories and fables. What would whet the interest and curiosity of the children and add to their general knowledge were themes of geographical, sociological, anthropological, historical and scientific import. Customs, games and living conditions of other countries and cultures were the subjects that should be written on.

3. The examining of reading comprehension should be modified. It was absolutely essential that reading ability be isolated from writing ability. It was generally agreed that multiple choice and true-false tests on the one hand, and short-answer questions and mother tongue responses on the other were the best way of testing comprehension. If these questions were asked

on unseen materials—unfamiliar reading materials reproduced on the question paper—so much the better. At any rate one should not be satisfied with rehearsed and mugged up answers of the essay type that students give. These answers, one knew, gave one no indication of the real reading efficiency of the students.

4. Research should be undertaken in the following areas :

(a) Surveys :-

- i) to measure the reading efficiency of pupils in high school classes ;
- ii) to determine the amount of actual reading practice that pupils in high school classes get today ;
- iii) to find what materials (supplementary readers) are used to promote reading skills.

(b) Studies :-

- i) to determine the optimum rate of vocabulary presentation in present day conditions ;
- ii) to determine how the reading skills in the mother tongue influence the acquisition of the reading skills in English ;
- iii) to establish the relationship of comprehension to speech production in second language instruction.

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SHRI SUBHASH JAIN, Principal, H. M. Patel Institute of English, Vallabh Vidyanagar, presented another paper on the development of reading skills, in which he made the following points.

Learning to read was a complex process and still more complex were the skills of faster reading and skimming. While there were no two opinions on the issue of developing faster reading skills among our students, one should also proceed cautiously as skipping certain crucial words and phrases might hinder comprehension.

Reading was, firstly, a complex perceptual task, involving the ability to make visual discriminations, to focus on small stimuli



to take in large eye-fuls at a glance. The eye focus must learn to isolate the phrase by a process known as 'phrase isolation'. The eye must be at the centre of the phrase with equal spatial distance on both sides. The phrase could be flashed with the help of cards on the screen. Similarly whole sentences could be flashed either by means of a card that could be prepared easily or on the screen to enable the children to learn to read the natural phraseology.

Secondly, reading was an abstract task. It involved the ability to make generalizations, apply knowledge gained in one situation to another, to see relationship not only between words and phrases, but also between ideas. Reading must be treated as synonymous with comprehension.

- (a) *Word recognition skills* could lead to faster reading speeds. These skills taught through various devices such as word formation, derivation, Greek and Latin roots, affixes, structural analysis, require relation-seeing ability.
- (b) The children should be taught to guess the meanings of words. The present practice of teaching words in a lump at the beginning of a reading lesson should be abandoned.
- (c) Locating sources of information which certainly require a great deal of thinking should be taught by popularising the *why* type questions. The present dependence on 'how much-how many' type should be given up.
- (d) The creative ability of our children should be tested by means of appropriate multi-choice questions with open ends. In addition to ticking the right answer, the child should be encouraged to write his own answer in the space provided for it.
- (e) Outlining and summarising were exercises in thinking. Children should, to begin with, be asked to arrange separate sentences or even paragraphs in a logical order.
- (f) Comprehension of the whole passage, rather than that of its parts, would certainly develop faster reading. Thinking made reading exciting and enhanced the delight and satisfaction one obtained from books.

Thirdly, reading was a personal experience. The selected reading material should *mean* something to the child. The following five-step approach was, therefore, recommended :

- (a) *Preview* : The children should be taught to read the chapter headings, paragraph titles, sub-titles, words in italics and words underscored.
- (b) *Preparation* : The children should be encouraged to ask the questions ; *What did they already know ? What additional information would they get?*
- (c) *Reading* : The children should then read the passage silently looking for some specific information.
- (d) *Concentration* : The children should think of the questions they thought of in (b) and find out whether the reading added to their knowledge. Could they then separate what they learned from what they already knew?
- (e) *Review* : The children should then review the article with the thoughts in (d). This would put the main facts and important details from the material in his mind.

Fourthly, reading was a process of discovery. The children must be taught to see the connexion between the reading done in school and the things that happened in real life.

Whether we read to be informed, entertained, enlightened, stimulated or comforted, a reasonable degree of speed with accuracy and comprehension had to be acquired.

### Summary of the working-paper entitled 'Developing Reading Skills in School Leavers'

by

**Mr. D. Y. Morgan,**  
Visiting Professor, CIE.

The first stages in reading, on which there was a general professional agreement, seemed to be handled well, but progress thereafter in India was rarely satisfactory. Most P. U. C. students read very badly and even final-year B. A. students found reading so diffi-

cult and distasteful that they relied more heavily on lectures and bazar-notes than on their personal reading of prescribed texts. Many did no reading at all of books not prescribed.

The poor reading of school-leavers was not compensated for by proficiency in other skills. It was almost certainly true that inefficiency in reading in the top classes of secondary schools caused so much time to be given to texts that speaking and writing were insufficiently practised. The following suggestions should be considered :

- (a) When pupils had learned to read aloud well enough to confirm that they knew what spoken words the printed words stand for, they should practise silent reading.
- (b) Course books should introduce new vocabulary at a faster rate. It would be valuable to conduct research into the optimum rate of vocabulary presentation in present-day Indian conditions. Grammar, of course, must be learned as well, but a small vocabulary would make interesting independent reading impossible.
- (c) In the higher classes teachers should use Fry's methods to improve the speed of silent reading, or any better methods that might have been devised.
- (d) Course books should incorporate passages to be used for silent reading only.
- (e) Course books for the upper classes should be accompanied by supplementary readers.
- (f) Pupils should be introduced to simplified texts as soon as they were ready to read them.
- (g) The upper classes should have libraries of simplified texts for personal reading inside and outside the classroom.
- (h) Every encouragement should be given to private reading in the mother-tongue.
- (i) Pupils should be trained to use, first, alphabetical glossaries, and then dictionaries.
- (j) Training in dictionary use should include training in reading phonetic transcription with the aid of the key.

(If pupils were brought to the stage of reading independently, there was a danger that faulty pronunciation of a few words might get fixed in their minds.)

- (k) Teacher-training establishments should encourage the teachers themselves to read widely.
- (l) When pupils were able to read independently, they should be trained to use a library.
- (m) Proficient readers should be trained to develop all the useful reading skills—reading aloud, fast silent reading of easy texts, slow intensive reading of intrinsically difficult texts, skimming and dipping, locating items in reference books.
- (n) Examinations should give a large place to the testing of reading ability. (Tests may be given which isolate reading proficiency from writing proficiency—e. g. multiple-choice comprehension questions.)

### Shri M. M. Ghani

It was found very difficult to develop reading habit among the trainees at the RIE, Bangalore. This seemed to be true of all teachers. It was obvious that for reading it was necessary to catch them young. At present not much attention was paid to the development of reading skills at the primary level. Children hardly read anything outside the single course book, and the prescribed supplementary readers were so difficult that they had to be taught as detailed textbooks. There was a great need for good supplementary readers which were really supplementary—written with a strict control of structures and vocabulary. In this task ELTIs could help the State Departments greatly.

Another point for consideration was whether in the modern approach there was too much emphasis on oral work to the neglect of reading skills. A balance between the development of oral skills and reading skills had to be struck.

### Dr. M. L. Tickoo

According to Michael West, reading was learnt through reading. But quite contrary to this, Palmer asserted that the teaching of read

ing should follow speech work. Later Anderson conducted an experiment and arrived at the conclusion that the teaching of reading had to be practised as a separate skill.

Much more attention had to be paid to the teaching of reading in schools.

### Mrs. R. E. Bradford

At the State Institute of Language Studies in Rajasthan emphasis was placed on planning 'units of teaching', covering ten to fifteen periods i.e. each lesson in the course-book was planned in such a way that the new language material was introduced and practised first for three to four periods ; then three to four periods were devoted to reading comprehension of the passage ; after that written exercises were done ; then possibly one or more periods were given to reading the supplementary reader (s) prescribed. At this stage the teacher was expected to plan for a piece of composition work integrated with the rest of the unit.

Such a scheme of teaching provided a proper basis for the *Teaching* of reading comprehension which should be done separately from the *testing* of it. In particular they needed to be taught to understand sequencing and to interpret it correctly.

The SILS at Ajmer used the old, three-stage method for its questioning : Stage I, with three or four questions put first and aimed at the general gist of the story ; Stage II, with questions aimed at the detail of the story or passage ; and finally Stage III questions, aimed at specific grammatical or lexical items. Furthermore, some questions should require the pupils to fit together clues from different parts of the story to find the answer. Then, from the Stage III questioning, one could lead on to further language drills.

### Shri R. D. Gupta

Reading skills had been neglected in schools because of the demands of the grammar-translation approach to the teaching of English. Some of the suggestions for directing the attention of teachers towards the development of this skill were :

- i) Specific reading skills should be mentioned in the syllabi for different classes, as is done in the Philippines.

Silent reading should be given greater importance than loud reading.

- ii) Good books should be written within the range of structures and content vocabulary prescribed for different school levels. Not more than 3 to 4% of new words should appear in them.
- iii) Topics should be interesting, and they should cater to the different types of reading interests of children, which might be investigated for a particular region. Biographies should not constitute the sole material.
- iv) Useful material should be written for students offering science courses, as there was acute dearth of such material.
- v) A system of evaluation which tested comprehension and expression separately needed to be worked out for every level. Comprehension skills could then be better developed, as teaching was inevitably bound up with testing devices.

Mr. Michel N. Dobbyn

Those who were interested in improving reading skills by cutting down the number of eye fixations, and similar "psysiological" techniques, should note that success could be expected only if the student's vision was adequate. Many students in Indian schools and colleges probably needed glasses.

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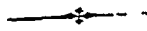
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Summing up the discussion, the Chairman, Mr. D. A. Smith said :

1. More attention should be paid to the teaching of reading, particularly silent reading.
2. More satisfactory reading materials should be provided.
3. The books written for schools should take into account scientific and other interests.

4. One-third of the time could be allocated to oral comprehension, one-third to written work and one-third to reading comprehension.
5. More research into the teaching of reading should be undertaken. The work already done by the CIE in this field was welcomed.
6. More attention should be paid in schools to reading in the mother tongue.



## DISCUSSION

on

### 'Remedial Work at Teacher Training Institutions'

MR. J. A. BARNETT, Director of Studies, Regional Institute of English, Bangalore, initiated a discussion on *Remedial work at Teacher-Training Institutions*.

Mr. Barnett said that, in spite of great environmental differences, the remedial procedures employed by him in London had proved effective at the Regional Institute of English, Bangalore as well.

Remedial work had always occupied a large place in the RIE courses, particularly, their first six weeks, and in the courses at Campaign Centres. The Stannard Allen exercises had long ago been found to be culturally irrelevant and monotonous. In consequence, usage materials had been completely revised. Even so, tutors were dissatisfied with their materials and methods for remedial work. Typical criticisms were :—(a) the exercises were too easy ; (b) the exercises were too difficult ; (c) rules given were often controversial and usually too abstract; (d) exercise items often broke the so-called 'rules'; (e) lack of contextualisation created monotony; (f) the printed text was over-used, and oral practice relied too much on reading; (g) there was over-presentation of isolated elements of speech and of grammatical structure, and successful practice of these items did not lead to good performance in spontaneous utterances ; (h) segmental features of speech were practised at the expense of prosodic elements.

These criticisms suggested that success had been only partial. The partial failure stemmed from the following reasons :— (1) wrong errors might be being selected for treatment ; (2) the RIE might be attempting to cover too great a range of error and consequently treating the more important ones too superficially; (3) the follow-up of remedial oral drilling might not be being developed in all kinds of other activities; (4) tutors expert at teaching might be inexpert at teaching adults; (5) materials and techniques might not be interesting enough, nor sufficiently provocative of an adult's intellectual



curiosity; (6) remedial teaching practised too many of its items in isolation, and failed to give practice and training in the use of language under normal conditions; (7) items once dealt with were insufficiently revised.

The discussion of the above possible reasons for partial failure gave rise to various broader questions. To what extent were deviations of pronunciation and usage from the British model to be permitted—for example deviations found constantly in official correspondence? What should the balance be between improving a teacher's English and improving his techniques of teaching?

Mr. Barnett then presented a unit devised by the staff of the British Council's ELTI in London for foreign learners at an intermediate level—all post-graduate research workers with a high level of intelligence. It presented three types of tense sequence —

- (a) He says he's coming.
- (b) He said he was coming.
- (c) He said he's coming.

The unit was presented through a taped dialogue. First students simply listened to the tape. Next they listened and also answered comprehension questions. Then they practised from a cued text. Finally the three types of sentence patterns were employed in drills.

After playing the tape to the Conference, Mr. Barnett said that the material appeared to be effective in that both staff and students enjoyed using it, the relevant points of usage were understood without difficulty and continued to be correctly used at later stages. Much of the effectiveness of the unit was due to the life-like context of the dialogue and its appeal to a class's sense of humour. The tapes set a context for the drills and led to a variety of activities which helped students to generalise their use of the language presented. Exactly the same materials might not be so successful in India, but the RIE was attempting to produce new materials on the same principles. In preparing its teaching unit for the RIE and Campaign Centres, the units were devised to support the English the teachers would have to teach, and closely integrated speech, reading and writing. They also tried to integrate content with methodology, and content with intrinsic interest. Both recorded and non-recorded materials were used in mutual support.

Standard practice books were still being made use of as were supplementary tapes produced outside the RIE. The RIE attached importance to the encouragement among its teacher-students of reading for its own sake.

After briefly demonstrating examples from RIE Unit I, Mr. Barnett mentioned certain practical problems. Time-tabling was difficult, since trainees had to use the laboratory at different times, and the remedial work had to be coordinated with other elements of the programme. Varying standards within each group made demands on a tutor's skill, and additional texts and tapes were to be introduced for the more advanced trainees. Introducing the staff to new materials, and involving the staff in their improvement was essential. Good materials were to be produced and successfully used. Time was the greatest problem. Writers of new materials might need to be taken off normal teaching duties, but they would have to work in close cooperation with other colleagues and observe closely how their materials worked.

MR. R. N. HINDMARSH

1. In the Institute of English at Calcutta an admission test and a diagnostic test were given at the beginning of the course. Remedial work on language skills done at the Calcutta Institute comprised the following types :

- (a) Reading comprehension
- (b) Oral comprehension
- (c) Grammar
- (d) Blank filling
- (e) Conversation
- (f) Rhymes and language games.

2. Some of the main features of language work listed in the previous paragraph were :

- (a) The trainees were taught in groups using methods meant for direct classroom application.
- (b) The stock of material suitable for classroom use was built up and issued to the trainees when they were due to leave.

- (c) Errors were collected from the written work and remedial exercises on them were built into subsequent lesson materials during the language work course.

3. During the course recently completed the following projects had been carried out :

- (a) Simplification of reading passages
- (b) Assessment of simplified readers
- (c) An activities project involving the use of a rhyme and a game to teach or reinforce the structure and vocabulary taught in a particular textbook lesson
- (d) A class magazine
- (e) Remedial work using trainees' own mistakes was given; the errors were analysed and explained, and the correct forms drilled through a number of exercises, followed by an appropriate test.

4. Each of the above projects took a fortnight to complete, being done by the trainees under staff supervision at the same time as other work in the course. The project when finally submitted took the form of a report, a magazine, a lesson plan, or a set of exercises.

5. Remedial work in the language laboratory consisted of seventeen instructional periods per week, one period per week per trainee, with provision for more time if necessary. Passages taken from prescribed textbooks were used to teach and practise stress, intonation and certain sounds occurring in them.

Answers were to be found to a number of questions like :

- (a) Which was the best method of obtaining creatively from the trainees those language features of items that had been taught or re-taught through remedial work?
- (b) At what phonetic targets should one be aiming?
- (c) What degree of improvement could reasonably be expected in the various language-using skills after a remedial course of a given length, approach and intensity?
- (d) What proportion of time and effort in a course should be given to content work rather than to method?

## Mr. J. F. Green

Remedial work in English was not very useful and effective. It should be related to the school work in respect of pronunciation drilling. This method had been found very useful.

## Professor R. K. Bansal

When trainees came to the CIE from different parts of the country, they had marked regional features, some of them sub-standard, in their Spoken English. After attending a course in Phonetics and Spoken English at the CIE and practising in the language laboratory, they went out with a much better pronunciation. At the end of the course they spoke more confidently and more clearly, and their patterns of accentuation and rhythm were closer to normal English patterns than before.

The CIE aimed at an Indian standard of pronunciation. During the course of research in this field, it had been attempted to measure the intelligibility of educated Indian English presented to listeners of different nationalities, particularly British, American, Indian, Nigerian and German. The test material used consisted of recordings of connected speech, and readings of set passages, sentences and words.

It was found that—

- i) with British (R. P. — speaking) speakers and listeners mutual intelligibility was about 97 per cent;
- ii) with 24 Indian speakers having different mother tongues, each tried on three or more British listeners, the average intelligibility score was 70 per cent, but for individual Indian speakers the score varied from 95 per cent to 53 per cent ;
- iii) the most frequent causes of the unintelligibility of Indian English were wrong word stress, wrong sentence stress and rhythm, lack of clear articulation, unfamiliar proper names, incorrect vowel length, lack of aspiration in voiceless plosives, the absence of /w, v, θ, and /ð/, and mistakes in the distribution of vowels and consonants.

Regarding written English, Shri A. K. Sinha, a Research Fellow (working with Professor Bansal in 1966-67) had made an analysis of errors in 550 examination scripts of Pre-University

First Year Degree students at six different universities in Hindi-speaking States. The aim was to find out the important areas in which remedial work was required at the pre-university and first year degree levels. A paper giving an abstract of the findings was available from the Institute office.

Summing up the discussion, the Chairman, Dr. D. D. Jyoti, observed that—

- i) when a teacher went back to the institution after training at an ELTI or at CIE, he should be a better teacher;
  - ii) there should be very effective remedial courses designed at the ELTIs.
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## GENERAL DISCUSSION

### i) Admission of ex-trainees of ELTIs and other secondary teachers to courses at the CIE.

Initiating the discussion, Professor R. K. Bansal said that the CIE ran courses at two levels – the Certificate Course and the Diploma Course. The four-month Certificate Course was designed to improve the professional competence of participants (university and secondary teachers and teacher-trainers) by giving them basic training, theoretical as well as practical, in Linguistics, English Grammar and Usage, Phonetics and Spoken English, Interpretation of Literature and Methods of Teaching English. The aim of the nine-month Diploma Course in the Teaching of English was to produce specialists in the teaching of English as a second language at university and secondary levels.

The following were eligible for admission to these courses :

- i) Lecturers in English from teacher training colleges, preferably with a first or second class M. A. degree in English and a good B. T. degree with Methods of Teaching English as a special subject.
- ii) Lecturers in English from universities and Arts, Science and Commerce colleges, preferably with a first or second class M. A. degree in English.
- iii) Teachers of English at professional institutions such as engineering, technical, medical and agricultural colleges and defence training establishments.
- iv) Teachers from training schools, and Inspectors, with a good academic record, if they were expected to hold responsible positions in the field of English language teaching.

Teachers from high and higher secondary schools who had a good academic record and were likely to be employed as teacher trainers were also considered for admission, if places were available.

Teachers in service were admitted on the recommendations of State education departments, universities, and heads of the institutions concerned.

The following could be admitted directly to the second term of the Diploma course :

- i) Ex-students of the Central Institute of English who had successfully completed a four-month Certificate Course.
- ii) Teachers who had obtained a Certificate in the Teaching of English from a Regional or State Institute of English and were recommended by the Director of the Institute.

On the basis of the recommendation made at the last ELTI's Conference, the Board of Governors of CIE had decided that the CIE should concentrate on :

- |  |   |
|--|---|
| a) research in   | i) English language;                              |
|  | ii) The methodology of English Language Teaching; |
|  | iii) Interpretation of Literature; and            |
|  | iv) Contrastive linguistic studies;               |
| b) the training of   | i) teacher-trainers; and                          |
|  | ii) university and college teachers;              |
| c) the production of teaching and testing materials;                                 |   |
| and d) the collection and dissemination of information on English language teaching. |   |

They had also decided that the CIE should not get involved in the training of primary and secondary school teachers.

The questions then to be considered were :

- i) whether secondary teachers should be admitted to the Certificate Course at the CIE when training facilities were available at the State or Regional ELTIs; and

- ii) whether secondary teachers already trained at an ELTI should be admitted to
  - a) the Certificate Course,
  - b) the nine-month Diploma Course, or
  - c) the second term of Diploma Course at the CIE.

### Mrs. R. E. Bradford

Rajasthan wanted to send people to the CIE for the advanced training that a State ELTI could not give, for instance in usage and linguistics, since its own training was severely practical and closely linked with the demands of the local classroom. However, for ex-trainees of the State Institute of Language Studies who had already done a very practical course, what was needed was not methodology in the SILS sense of classroom planning and techniques, but more language study.

There was no reference here to the *advanced* methodology concerned with the principles of foreign language teaching such as was required for those who might need to prepare materials or syllabuses, etc. This would be welcome for the ex-trainees of SILS. But the teachers recommended by SILS and other ELTIs for the second term of the CIE Diploma Course might be executed the block practice teaching, for instance, since they had already done much more teaching at the ELTIs. They could instead be given more linguistics and language study to make up for what they had missed from the first term of the CIE Course.

### Shri N. Chatterjee

It would be desirable for the CIE to give a choice out of a number of alternative subjects. A question to be asked was : why should the CIE include in its courses a theoretical training in linguistics ?

### Professor S. K. Verma

A minimum of linguistics was a 'must' for language teachers and teacher-trainers. The Linguistics syllabus at the CIE was designed to help them understand textbooks on modern grammar.



## Dr. D. D. Jyoti

The trainees at the RIE, Chandigarh received a thorough background in linguistics. Those of them that did M. A. in English afterwards opted for General Linguistics in M. A. Course.

## Mr. J. A. Barnett

A number of options should be available for the CIE Diploma Course, so that people who had already studied certain subjects well at the ELTIs could concentrate on others.

## Professor R. K. Bansal

In the courses of study at the CIE there were no options except for the dissertation. The participants had to write a term paper in any one of the five main subjects : Linguistics, Grammar & Usage, Phonetics & Spoken English, Interpretation of Literature, and Methods, or one of the following :

1. Production of teaching materials
2. Preparation of tests
3. Curriculum construction
4. Organisation of teacher-training courses and programmes
5. Teaching by Radio

The CIE Certificate Course combined theory and practice ; advanced theory was introduced at the Diploma level.

## Shri R. S. Saraf

At the Bombay Institute there was a different set of priorities. They didn't find it necessary to send secondary teachers to the CIE for an advanced course after the training received at the State Institute.

## Dr. Ramesh Mohan

The CIE should not train secondary teachers; it should train key personnel only. Greater emphasis was given at the CIE to-

- i) research work in English language, methodology of English language teaching, interpretation of literature, and contrastive linguistics ;

- ii) training of teacher-trainers and university and college teachers ;
- iii) production of teaching and testing materials ;
- iv) collection and dissemination of information regarding English language teaching.

### Mr. R. X. Hindmarsh

There should be more optional subjects included in the CIE course, and perhaps a common syllabus designed for the CIE and ELTIs. People trained by the ELTIs should be admitted to the Diploma Course at CIE.

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### ii) Financial assistance to ELTIs under the Ford Foundation grant.

Initiating the discussion, Professor R. K. Borsal said that a part of the Ford Foundation grant given to the CIE was intended -

- i) to expand the library facilities at CIE and Regional and State ELTIs ;
- ii) to equip the CIE and Regional and State ELTIs with specialised equipment not available in India ;
- iii) to provide rupee support to the ELTIs for their recurring and non-recurring costs.

The import of books and equipment is a major problem. The CIE invited ELTIs to submit their requirements. The demands received from ELTIs were considered and a proposed allocation was approved by the Board of Governors. A consolidated indent could be placed with the Board of their agents, who arranged to get the books and equipment. Certificates and customs clearance forms were issued and clearing agents appointed to handle the import. It happened that by the time the books and equipment were received, the customs clearance forms had expired and had to be renewed.

Another difficulty that the CIE experienced was that sometimes ELTIs did not send the lists of their requirements of books and equipment in the proper form, and the information given was not complete. It would make the procurement of books and equipment much easier if ELTIs gave detailed information regarding the items they wished to import.

### Dr. Michael N. Dobbyn

A great deal of difficulty was experienced in finalizing the lists of requirements sent by the ELTIs. Requests were usually vague, e. g. 'a projector', or 'a copier', or 'a tape-recorder'. Where specific details of supplier, model and approximate cost were not given, a tedious process had to be set in motion; first requesting specification of speed, voltage, etc., from the ELTIs, then writing to possible suppliers overseas for suggestions, and then reporting back to the Committee at the CIE. In the years to come the CIE might hopefully, be able to circulate some sort of 'shopping list' from which the ELTIs might be encouraged to choose items appropriate to their development plans.

### Shri. M. M. Ghani

It would be helpful if the two-year period laid down for financial grants given to the ELTIs for creating new teaching posts was extended to three years.

Shri. Subhash Jain Supported Shri. Ghani.

### Dr. Ramesh Mohan

There were two other parties involved in the dispensation of these grants—the Ford Foundation and the Government of India.

### Mr. Robert S. Queener

The Heads of the ELTIs should persuade the State Governments to agree to maintain the posts after the initial period of assistance was over. The Ford Foundation would surely continue to support English language teaching in India. All ELTIs should evaluate their immediate requirements for the next two or three years.

**DISCUSSION**  
on  
**the Recommendations of the Ministry**  
of  
**Education Conference**  
on  
**the Teaching of second Languages**  
**held at New Delhi**  
from  
**11th to 13th November 1968.**

Chairman: DR. RAMESH MOHAN

In his opening remarks, Dr. Ramesh Mohan drew attention to the following extracts from the Proceedings of the Conference on the Methodology of Teaching Indian Languages as Second Languages in Secondary Schools, held at New Delhi from 11th to 13th November 1968, and asked the experts to consider the decisions taken at that Conference regarding the introduction of English in Class VI or at a later stage rather than at the primary stage.

**EXTRACTS**

**General**

1. The Conference discussed the meanings of the terms 'link language', 'library language' and 'second language'. The conference took the view that the terms 'link language' and 'library language'

are only indicative of the role or purpose for which a language is used. They do not necessarily imply any methodological differences from those of teaching a second language.

2. The Conference clarified that the numbering of languages as 'second' or 'third' does not necessarily imply any differences in terms of importance or methodology to be employed in teaching them. These numerical adjectives are used solely for convenience of reference.

3. The term 'secondary stage' was also considered. Attention was, in this connection, drawn to the Government Resolution on National Policy on Education, which suggests 10+2+3 as a uniform pattern for the country as a whole. The Resolution refers to the two years following the first 10 years of schooling as the higher secondary stage. It was clarified, therefore, that the stage under discussion for the teaching of second languages refers broadly to classes VI to X (11+ to 16+) at the end of which there is to be the first school leaving public examination.

4. The Three Language Formula, as embodied in the Government Resolutions, includes besides the mother tongue, two other languages. One of these is English and the other Hindi for the non-Hindi-speaking States and another modern Indian language, preferably one of the southern languages, for the ~~non~~-Hindi speaking States. The Conference recommended that one of these second languages, namely, English or Hindi (or another Indian language for the Hindi-speaking States as the case may be) should be introduced in class VI and the other in class VII and that both these languages should continue to be taught till the end of the secondary stage i. e., up to the end of class X. The Conference supported the recommendation of the Education Commission that no two languages should be introduced in the same year.

5. In so far as the question of teaching Hindi, English or the other Indian languages at the higher secondary stage (classes XI and XII) is concerned, it was felt that the number of languages to be taught and the time to be allotted for the purpose should be determined according to the needs of the students.

6. The Conference was emphatic that all second languages, namely, Hindi, English or any other modern Indian language, should be examination subjects in the school leaving certificate examination at the end of class X. Further, standards to be prescribed for passing the examination in the second languages should be similar to those of the other examination subjects.

## For English

### Aim

21. The primary aim of teaching English as a second language in secondary schools should be to provide the learners an effective mastery of the language. The command to be aimed at should be adequate both for those who wish to pursue higher education in English and for those who terminate their education at the end of the secondary stage and wish to enter upon a career.

### Objectives

22. The teaching of English at the secondary stage should be so designed as to achieve the following objectives :—

- i) ability to read easily and with understanding books in English written within a prescribed range of vocabulary and sentence structure, and to read with good understanding—if not with speed—easy unsimplified texts on familiar topics, fully glossed and annotated in a known language ;
- ii) readiness to proceed to a more advanced reading stage, that of reading unsimplified texts, particularly those bound up with personal studies and interests, with the help of bilingual dictionaries ;
- iii) ability to understand a talk in English on a subject of general experience and interest, clearly spoken and restricted in vocabulary and sentence structure to the range of the syllabus ;

- iv) ability to write comprehensibly in English, and without gross errors, on a familiar topic which lends itself to expression within the range of vocabulary and sentence structure he has been taught ;
- v) ability to carry on comprehensibly a conversation in English on a topic fully within the range both of his experience and interests and well within the range of active command postulated by the syllabus.

23. The achievement of the objectives outlined above will require a minimum of 600 hours at the secondary stage.

24. The Conference recognised the urgent need for radical reforms of the existing syllabuses of English and the examination system. The Conference recommended for consideration the adoption of the syllabuses prepared by the Central Institute of English in this behalf.

25. With regard to methodology, the Conference felt that it embraces the following two levels of activity :—

- (a) Preliminary : Planning and production of structurally and lexically graded syllabuses, textbooks, and other supporting materials.
- (b) Classroom teaching :
  - i) basic classroom procedures, including the use of group techniques in large classes and the organisation of homework ;
  - ii) the foreign-language teaching techniques needed to present and give practice in the items and materials prescribed, with particular attention to the skills involved in reading comprehension and composition after oral practice.

26. The Conference endorsed the suggestions already made in this connection in Background Document No. I.

27. The Conference emphasised the need of strengthening the Central Institute of English, Hyderabad for discharging the following functions :—

- i) the training of (i) training college lecturers, (ii) lecturers in Arts and Science colleges and (iii) subject inspectors ; (In discharging this function the CIE is at present hampered by the fact that the candidates deputed to it for training are selected by their sponsors without sufficient professional advice. The Institute is prepared to offer such advice, which should be sought by all sponsoring authorities) ;
- ii) high level research of direct benefit to English Teaching in India ;
- iii) the preparation of teaching materials, including not only conventional textbooks but also supplementary reading materials, programmed courses and tape recordings ;
- iv) teaching English through radio (in addition to the CIE's existing programme of school broadcasting, a project may be developed of teacher-training broadcasts combined with correspondence lessons) ;
- v) short orientation/refresher courses and seminars for special groups ( e. g. inspectors, headmasters, senior lecturers) ;
- vi) technical and financial assistance to state institutes, and the supervision of specific projects ;
- vii) advice and information (the CIE library and archives could now develop into a highly useful information centre) through the Extension Unit, especially to training colleges and ELTIs.

28. It was agreed that the English Language Teaching Institutes established in certain States should work in close association with the Hyderabad Institute. The would also have to be strengthened in the discharge of their following functions :—

- (a) the training of (i) teacher-trainers in training schools, (ii) secondary school teachers and (iii) subject inspectors ;



- (b) the organisation of in-service campaigns for the general retraining of teachers of English ;
- (c) the production, with CIE assistance as necessary, of teaching materials based on the findings of linguistic and language teaching research ;
- (d) the supply of cyclostyled and tape-recorded materials ;
- (e) the collection of feedback data from schools for purposes of research (strictly need-based and practical).

29. The Conference suggested that teacher educators responsible for training teachers of English at the secondary stage should receive specialized training at the ELTIs or other such institutes. The training and re-training of English lecturers in the secondary training colleges deserves a high priority and should be completed within the next five years.

30. As a long-term measure for improving the teaching of English in secondary schools, the conference stressed that unless language courses leading to the B. A. and M. A. degrees in Indian universities provided for teaching of applied linguistics with special reference to Indian conditions, it will not be possible to reach the take-off stage of effective language teaching of English in our country. For this purpose it would be necessary for the universities to take initiative to produce their language teacher of English through intensive training courses.

31. In regard to the preparation of teaching materials for English, the Conference made the following recommendations :-

- (a) While producing instructional materials it is essential to work to a syllabus of teaching items covering structure and lexis. The syllabus should be subject, in its selection and sequencing, to the findings of error analysis and contrastive studies between the regional language and English under guidance from linguists competent in their particular field.
- (b) The Central Institute of English has prepared two sets of teaching materials for secondary schools - pupils' books, work books, and teachers' books. One series is for use in Class VI to XI and the other in classes III to XI. These materials are being published by NCERT and it is recommended that 50 to 100 copies of each

book are made available to each State. These teaching materials should be examined for possible adoption by the States, with such adaptation as may be culturally desirable or linguistically advisable in view of features of the mother tongue.

- (c) The course book should be regarded primarily as a language – teaching tool. The right psychological contexts for introducing topics intended to develop valuable social attitudes can more appropriately be provided by supplementary readers.
- (d) Supplementary readers should be considered essential to language teaching. They should
  - i) be used throughout the course;
  - ii) be read extensively and in considerable number each year;
  - iii) cover a wide variety of interests;
  - iv) be closely related to the linguistic content of the course books;
  - v) be short enough for the pupils to finish reading quickly and so maintain a sense of achievement.
- (e) Special types of reader should be prepared to introduce pupils at appropriate levels to the English which they will need to use later for vocational, technical and professional skills.
- (f) The effective use of all the materials in any teaching programme should be ensured by running teacher orientation courses, and by carrying out evaluation and follow-up programmes.
- (g) It would be desirable to hold short remedial courses for students whose English requires special attention.
- (h) The Central Institute of English should design short-term intensive courses to suit general as well as specific requirements of learners at various levels (professional, technical, etc.) which could be introduced by universities and professional institutions.

32. The Conference realised that the effective implementation of its recommendations for improving the teaching of English in secondary schools will have to be supported by well-planned research. The following priorities were suggested :-

- i) A survey of the existing arrangements in the teaching of English in schools in different states including comparative studies of terminal achievement under these arrangements.
- ii) Research to determine the various abilities that should be developed in the secondary school in order to enable the university entrant to make an effective use of English.
- iii) A study of social and vocational uses of English for school-leavers not proceeding to institutions of higher learning.
- iv) Analysis and description of Indian English and of these aspects of culture that relate to it.
- v) Study into the intranational intelligibility of English spoken by people from different states in India : the evolution of an all-India standard.
- vi) Further contrastive analysis of English and the major Indian languages which should lead to the production of functional handbooks of English grammar for use by teachers and learners of English in the linguistic regions concerned.
- vii) Preparation of teaching materials including supplementary readers, unilingual and bilingual dictionaries, teachers' books, workbooks and programmed courses.
- viii) Production of audio-visual aids.
- ix) A comprehensive programme of test construction - development of achievement, diagnostic and proficiency tests for learners at various stages in the secondary school.
- x) Production of correspondence and radio courses for teachers and learners in the secondary schools.

Initiating the discussion on the recommendations of the conference on the Methodology of Teaching Indian Languages as

Second Languages at the Secondary Stage, Dr. Tickoo referred to the changed status of English as a world language and the language of several important functions in our country, which called for greater planning in policy making and in the fixing of priorities.

After a brief reference to the main issues discussed in the CIE paper on the subject, he concentrated on four major problems which required further thought.

(a) When should English be introduced?

Under present arrangements there existed several different patterns in the teaching of English in Indian schools. This variation of patterns was not justified either on educational or linguistic grounds. One pattern in particular – the introduction of English in Class III was unjustified because it (a) went against general international practice ; (b) dispersed teaching and teacher-training resources among unmanageably large numbers of pupils and (c) put the teaching of beginners in the hands of underqualified teachers. The result was that English was taught badly in the majority of classrooms.

English should begin at the secondary rather than at the primary stage for the following reasons :

First, the lack of qualified teachers at the primary stage to teach the language with any degree of success. Secondly, the country's limited teacher training resources in spite of generous help from several overseas organisations and the combined efforts of 12 different ELTIs. Thirdly, the findings of research which showed that although younger learners at the primary stage had certain advantages (especially the capacity to mimic and memorise), the grown-ups had others which included their capacity for reasoning, for hypothesizing and for rule formation. A number of representative research studies conducted during the 1930's and 1940's had shown that adults learned foreign languages better and faster than learners at school.

(b) What should be aimed at in teaching English ?

The aim should be “an effective mastery of the language” adequate for the needs of those who proceeded to higher education and of those others whose education terminated at the end of the secondary stage. Five specific objectives required attention: i. e. ability to read books in prescribed vocabulary and sentence structure, the readiness to proceed to a more advanced stage in reading, ability

to understand English within prescribed vocabulary and sentence patterns, ability to write on familiar topics and ability to carry on conversation on a topic of interest to the user.

Of the language skills, reading deserved the first place for the following reasons :

(i) Of the four major language skills reading was the most neglected in our schools. This had been shown by studies conducted at the CIE and elsewhere in the country all of which found that the reading vocabulary in English of most matriculates fell well short of 2,000 words.

(ii) The role of English at the university or other institutions of higher learning had changed. The Education Commission's use of the term "Library Language" also showed that English would in future be needed somewhat more for reading comprehension than for effective expression.

(iii) Reading, being a receptive skill, could be learnt and perfected faster than writing or speech. As taught at present, it was kept back to the pace of the expressive skills.

(iv) Reading was capable of producing better and more satisfying results and had better 'surrender value' than any other skills. It could be pursued independently of teacher or guide. All that was available by way of knowledge or pleasure in this world language was open to anyone who had cultivated the habit of reading English.

(v) Experiments on teaching methods, although they had failed to defend any one method against any other method for all different purposes, had given evidence in favour of the psychological principle of 'specific practice'. They had emphasized that in order to teach a particular skill in a foreign language it was necessary to concentrate on that skill alone. To teach effective reading it was therefore necessary to give all attention to the skills involved in reading. Quoting excerpts from one of the more comprehensive schoolroom studies conducted in the United States, Dr. Tickoo argued that it was wrong to assume that oral-aural competence automatically created reading ability and felt there was enough evidence to show that oral-aural and reading proficiency constituted separate, independent skills which did not develop one from another.

To sum up, (i) reading needed the first place among the priorities in English teaching, (ii) it could be best taught by concentrating on the skills that were clearly involved in reading, and (iii) there

was a great need for rethinking on our system of examinations, on the time allotted to reading at the intermediate and advanced stages and on the 'so-called Structural Approach' in the teaching of English.

(c) Training of teachers :

At present a number of organisations including the CIE, the RIEs, the ELTIs, the NCERT and the British Council were engaged in the organisation of short orientation and refresher courses, in-service campaigns, seminars etc. But although all these bodies were doing their best to produce greater efficiency among teachers at various levels, there was no effective agency for the coordination of their individual efforts. To make it possible for them to cooperate in this common endeavour we should create a clearing house for both coordination of effort and dissemination of information. It was also necessary to give wide publicity to successful schoolroom experiments being conducted at the various English language teaching centres.

(d) Research :

Two points were emphasized. First, that research was one of our great needs because (a) very little had been done here or elsewhere and (b) most of what had been done elsewhere was not applicable to our needs and situations. Second, that we needed research of a particular kind i. e. one that grew out of practical necessities and was conducted in actual classrooms.

The areas where collaboration would be both possible and fruitful included surveys to understand the present arrangements in the teaching of English in schools and to assess terminal achievements under each. No single institution would be able to undertake such surveys for the entire country. The answer then lay in one of two possible alternatives. First, that each institution would make a survey of its own State and pass on the information to a central body and second, that surveys would be made of only the distinctive patterns of arrangement existing in the country. In either case there was need for a pooling of individual efforts.

Another area where collaboration was desirable was the production of suitable teaching and learning materials. The success of such materials could in part be judged by their use in schoolrooms, their improvement greatly depending on feed-back data from experimental classrooms. Once again there was great need for exchanging notes and for co-ordinating efforts. And since the total resources, both material and human, were limited, workers would profit from

some kind of division of labour as well. Not all the ELTIs would, for example, need to produce supplementary readers or radio courses for the same classes or for identical purposes. Many of them could also enter into a mutually advantageous give-and-take with CIE's Textbook production Department in conducting researches and trying out their materials.

The Conference was asked to consider the above four problems and, if possible, to arrive at a consensus for the good of not only the specialists in ELT in India but also the governments and the policy makers who depended on their advice.

### Mr. D. A. Smith

It was generally agreed at the Sub-Committee meeting that much more attention should be paid to the teaching of reading at the middle, secondary and higher secondary levels.

### Mrs. R. E. Bradford

In Rajasthan English was introduced in Class VI. The term 'secondary stage' had to be clearly defined.

### Dr. Ramesh Mohan

The secondary stage began at Class VI or VII. The consensus among educationists was that the duration of school course should be 12 years, split into four different stages : 4+3+3+2.

Primary School	Classes I-IV	4 years
Middle School	Classes V-VII	3 years
High School	Classes VIII-X	3 years
Higher Secondary	Classes XI & XII	2 years
or		
Pre-University.		

### Mr. J. A. Barnett

The problem of teaching English at the primary level was worth tackling and it should not be given up as a lost cause.

### Shri. M. V. Rajagopal

It was not very desirable to teach English at the primary stage. No language other than the mother tongue should be taught in primary classes.

There were more than 20,000 single teacher schools in Andhra Pradesh and the teachers did not have even the general qualifications.

Teaching of English should begin from Standard V and be made effective at that stage.

At the high school level only specially trained graduates should be appointed as teachers of English.

Adequate remedial work was necessary at ELTIs in order to enable teachers to attain competence in the subject.

Shri. M. M. Ghani

The introduction of English at the primary stage was not useful in all States. In the southern region, for example Kerala, there was a secondary grade teacher in every primary school. Handbooks and teacher's books were prepared according to some plan and method. In Madras every primary school had a secondary grade trained teacher. No elementary-trained teacher was permitted to teach English at the primary stage.

In Mysore the educational system was as follows :

I-IV	—	Primary Stage
V-VII	—	Middle School
VIII-X	—	Secondary School
XI & XII	—	Higher Secondary.

There were no trained teachers in primary schools for teaching English in Mysore. Mysore had now decided to begin English in Standard V.

Even secondary grade trained teachers were not able to teach English properly in Class VI or VII.

The most important consideration was administrative feasibility, and each State had to find its own solution.

Mr. D. A. Smith

Although the British Council had supported English teaching at the primary level, this did not mean that it was the general policy of the Council to favour the introduction of English at the primary level. The Council had also given practical support to teaching English at later stages.



## Professor R. N. Ghosh

It had been found from experience that in Secunderabad schools where English was taught from Standard III, students knew very little English, though they had studied it from Standard III. If this was the case in a city, how much less effective must English teaching be in villages, where there might be no competent and trained teachers.

## Mrs. R. E. Bradford

It was indeed true that even in Class IX children were not able to understand and read English properly. They had to prepare suitable remedial courses in order to overcome this handicap. In Rajasthan they were wondering whether they should begin English from Class VIII.

## Shri. Shaik Mowla

In Andhra Pradesh more campaign centres were being organized for in-service training. The question of training fresh teachers was also being taken up. There were about 80 training schools and the syllabuses recommended by the RIE, Bangalore had been adopted. The services of trained personnel from the RIE were being utilised quite effectively in our training institutions.

The introduction of English at Standard III posed a very serious problem. So far no scientific study had been made of this stage.

A multi-skill approach using reading, oral comprehension, etc., at the primary stage was much more desirable. Literary selections should be introduced only at the P. U. C. or post - P. U. C levels.

Summing up the discussion, the Chairman, Dr. Ramesh Mohan, said that there was consensus at the Conference that the teaching of English should not begin earlier than Class V. (General agreement was voiced). The Study Group Report (Ministry of Education, 1967) had also recommended that the teaching of English should begin in Class V, which was the first year of the upper primary, or middle school, stage. It was more easily manageable from an administrative point of view to attempt a reform in the teaching of English beginning with the upper primary or middle school level than from the primary level.

## ADDRESS DELIVERED

*by*

SHRI P. V. NARASIMHA RAO,  
Minister for Education,  
Government of Andhra Pradesh

Dear Mohan and Friends,

At the outset I apologise to all of you (1) for not having come yesterday and (2) for having come late today. Left to myself, I would have remained throughout your deliberations, whatever the number of days. But then, you know, we are faced with an emergency here.

I am very glad that you have met here. Your deliberations have covered a very large number of useful items and I am very glad to know that this Conference has decided that English should be taught after Class V. Now, in this State, we teach English from Standard III ; the results which we expected of this early initiation into the English language have not been commensurate with the corresponding loss on the other fronts. I find some of my Assistant Secretaries and Deputy Secretaries committing spelling mistakes. This started some 15 years ago, but we see the results now on files. I conclude, as a result, that it does not pay to introduce teaching of languages other than the mother tongue early in a multilingual society. Teaching a foreign language at the age of 6 or 7 does not really pay. This has to be looked at afresh. Language has to be considered as merely a vehicle which conveys thought—thought being more important. I have to remind myself that there is a bigger gap between what we believe and what we ultimately do. The entire educational system has to be reassessed to improve language teaching and for this we have to go in for new curricula and syllabi. The importance of language has to be reassessed. I somehow find we have not been able to do it.

We have Telugu for 11 years and at the end of 11 years we find that the student does equal justice to all languages.

ignorant of them all. He is absolutely impartial. He has no time or energy to imbibe a greater amount of knowledge and to use it. This is a great challenge to educationists.

Some 30 or 40 years ago, I remember we started with only two subjects—Urdu and Arithmetic—we were taught these intensively upto the IV standard. We were taught so much Arithmetic that we were able to answer all the papers on Arithmetic upto the matriculation standard. The first four years were very usefully employed in teaching Urdu and Arithmetic. The other subjects were not given much importance. Now we have a multiplicity of subjects. But boys have no depth. I am not prepared to admit that everything new is necessarily good.

In the 21 years of independence in this country, we have been accused of changing the educational system too often. Another charge is that education has not been sufficiently changed to suit our needs. I do not know which is correct.

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The learning of a language, according to me, ought to be shortened to 5 years, and I would like you to devise a formula by which the essentials of a language can be taught within this period.

I was told by the Russian professor here at the University that the Russian language can be learnt well within 3 years. At the end of 3 years when their Diploma is awarded, the student comes up to the Matriculation standard in the language and can branch off to the study of any subject through the Russian language. I did not take the word of the professor for granted. I had it corroborated by the students and they all agree that they can study books on any subject and converse well in Russian. If it is possible to learn Russian within 3 years, why should it not be possible to learn English within 5 years, since compared with Russian we have had more contacts with the English language? Since you have yourselves brought it down to 5 years I would say that it is good.

The study of other languages also should be accomplished in a shorter period. Those who want to go to study the literature of any particular language, can certainly do so. But, for the common run of students, it should be a 5 year course—a capsule course, composite course or whatever you may wish to call it.

About English teaching, I have something to say. I know you are all experts here. I do not know anything about English teaching. But I have a right to say something on behalf of those who do not know. As the Education Minister, I am one of the sufferers—I re-

present the students, if nobody else who are being taught by you. Whatever new methods of teaching you have, some amount of drilling is necessary. English is a language which requires a certain amount of drilling on the part of the learner. There is no point in glossing over it. It has to be faced, but it must be made pleasant. How you are going to do it is your business. But I hope you will do it in the most effective way.

I have been reading afresh some textbooks after a very long time, and I have found that they can be better. I feel there is scope for improvement and reorientation of the subject matter of the lessons. I find that even at the age of 13 years or 14 years the child is told that a cow has four legs, in three languages. At the end of a particular stage, it should be possible for every boy and girl to obtain as much knowledge of a thing as is needed for his future purposes.

One last thing I would say. English is an international language and therefore there will be as many types of English languages as there are countries, States and even cities where it is employed. For example, Andhra Pradesh English will be different from Bengali English, Delhi English and so on. If we try to imitate London English or New York English, we may never come to the English that we now speak. Even the Telugu spoken in Hyderabad is not easily understood at Nizamabad. Therefore let the students learn English in various situations. Rigid standardization is not the way of learning a language.

minorities. The three-language formula for a Telugu student in Andhra Pradesh will be a four-language formula for the minority student. For example, in Andhra Pradesh a student belonging to a minority group, has to learn say Urdu (mother tongue), Telugu (regional language), Hindi and English. In such a case, should English be introduced in Class V or would you prefer a later stage, say after a year or two of Telugu? This is again a problem of adjustment of languages. This adjustment of languages in a multilingual society has to be properly understood. The entire picture of the curriculum and syllabuses in the case of students belonging to minority groups has to be different so that at the end of the X class his proficiency in English, Telugu, Hindi and the mother tongue should in no way be less than that of the other students learning only three languages. I would like the educationists to consider this problem.

We will be looking forward to your suggestions. We will take action on any of the suggestions you may give us. I assure you that the Government of Andhra Pradesh, and I personally, attach a good deal of importance to the teaching of the English language.



## SUB – COMMITTEE

A Sub-Committee consisting of the following members was set up to draft the recommendations of the Conference.

1. Professor R. K. Bansal,  
Central Institute of English,  
Hyderabad.
2. Mr. D. A. Smith,  
Chief Education Officer,  
The British Council,  
New Delhi.
3. Mrs. R. E. Bradford,  
Director of studies,  
State Institute of Language Studies,  
Ajmer. (Rajasthan)
4. Shri R. D. Gupta,  
Director,  
English Language Teaching Institute,  
Allahabad. (U. P)
5. Dr. D. D. Jyoti,  
Director,  
Regional Institute of English,  
Chandigarh.
6. Shri G. S. Shukla,  
Director,  
English Language Teaching Institute,  
Bhopal. (M. P.)
7. Shri R. S. Saraf,  
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8. Shri Subahash Jain,  
Principal,  
H. M. Patel Institute of English,  
Vallabh Vidyanagar,  
Dist. Kaira. (Gujarat)
9. Shri M. M. Ghani,  
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10. Shri N. Chatterjee,  
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Calcutta 26.



# RESOLUTIONS ADOPTED AT THE CONFERENCE

## I. English Language Teaching Institutes

1. The general impression conveyed by the Directors' reports is that, although the ELTIs have continued to face serious difficulties in many important matters, particularly staffing, over the past two years, prospects for the further improvement of facilities and the effective fulfilment of useful tasks are now better than they have been in the past, and State Governments appear to be better aware of the importance of ELTIs and more readily prepared to give support within the limits of their financial resources.

2. The Conference approves the institution of courses for inspecting officers up to, and including, District Educational Officers.

3. The Conference recommends the holding of a two-day seminar in each State for key personnel, for example :-

- i) Chairmen or Secretaries of Boards of Secondary Education;
- ii) Conveners of English Courses Committees of Boards of Secondary Education ;
- iii) Principals and Heads of English Departments in B.Ed. Colleges; and
- iv) Deans of Education Faculties of Universities.

These seminars should be held at Regional and State ELTIs, and each of them should be attended by at least two senior members of the staff of the Central Institute of English.

The seminars can be financed, by funds allocated to the CIE by the Government of India for the holding of regional seminars, as well as by additional funds which may be made available by the NCERT and the Ford Foundation.

4. The Conference recommends that State Governments should increase the resources, particularly in staff, of ELTIs to enable them



to undertake such urgently needed professional work as syllabus reform, textbook revision and writing, the provision of pupil's workbooks and teacher's handbooks, and examination reform.

5. The Conference welcomes the news that the Punjab Institute of English has been officially converted into a Regional Institute for the States of Punjab and Haryana and the Union Territory of Chandigarh.

6. The subjects for discussion at the next ELTIs Conference should include "Examination Reform".

## II. Admission to Courses at CIE

7. Only teachers not provided for by Regional and State ELTIs' training programmes should be sent to the CIE for the Certificate Course.

8. Ex-trainees of Regional and State ELTIs should be admitted directly to the second term of the Diploma Course at CIE only on the recommendation of the Director of the ELTIs concerned.

## III. CIE Assistance to ELTIs

9. The CIE should run specialist courses, as required, for ELTI staff.

10. The Conference records with gratitude the aid given by the Ford Foundation through the CIE, particularly for the creation of new posts for additional members of staff. A strong plea is made to the CIE, the Government of India and the Ford Foundation that they may see their way to extending the assistance given for such posts to at least three years so as to make them more readily acceptable to the authority guaranteeing their continuation.

## IV. Policy regarding the Teaching of English

11. The Conference endorses the recommendations made in Paragraphs 21-32 of the proceedings of the Ministry of Education Conference on the methodology of teaching Indian languages as second languages in secondary schools held at New Delhi from 11th. to 13th November 1968. (Copy appended)

12. The Conference is of the view that for academic and/or administrative reasons it is not desirable to begin the teaching of English earlier than Class V, the first year of the middle or upper primary stage.

13. To attain the desired objectives, it is necessary to

- i) reform school syllabuses and examinations,
- ii) reform training college syllabuses to give more time to English and to introduce a content course in English,
- iii) provide adequate facilities for inservice training,
- iv) appoint subject specialists for English teaching,
- v) appoint subject inspectors for English, and
- vi) undertake surveys and research projects related to the teaching of English in Indian schools.

## V. Development of Reading skills

The Conference makes the following recommendations :-

14. More attention should be paid to the teaching of reading, particularly silent reading, at the middle, secondary and higher secondary levels.

15. The need for more satisfactory reading material should be recognised and measures taken to meet it.

16. More research into the teaching of reading in non-English medium institutions should be undertaken. The work already done by the CIE in this field is welcomed. Included in further research and investigation should be :-

(a) surveys

- i) to measure the reading efficiency of pupils in high school classes,
- ii) to determine the amount of genuine reading practice that pupils in high school classes get today,
- iii) to find what materials (supplementary readers) are used to promote reading skills;

## (b) studies

- i) to determine the optimum rate of vocabulary presentation in present day Indian conditions,
- ii) to determine how the reading skills in the mother-tongue influence the acquisition of the reading skills in English,
- iii) to establish the relationship of comprehension to speech production in second language instruction.

17. Courses in the writing of textbooks and supplementary readers should be held by the CIE for persons who have already entered the textbook writing field.

18. Each English course book should be supported by 'Supplementary' readers written in approximately the same ranges of vocabulary and structures.

19. The books written for schools should take into account the scientific and other interests of children.

20. Members of the staffs of ELTIs should be encouraged to write books for children in restricted ranges of vocabulary and structures and on themes satisfying different interests.

21. The use of simplified texts should be encouraged at the high-school and higher-secondary school levels, provided these are written by experts.

22. Class libraries, or special libraries, of books written in restricted vocabularies and ranges of structures should be provided in all schools.

23. If suitable books are available, teachers should encourage children to do most of their silent reading at home.

24. More attention should be paid in schools to reading in the mother-tongue, since it is upon skill in this that the development of skill in reading English largely depends.

25. Teacher-training establishments should encourage the teachers themselves to read widely.

26. In the reading syllabus, skill objectives should be specified for different levels.

27. In teaching and testing comprehension, unseen passages should always be included. Tests should be given which isolate reading proficiency from writing proficiency, e.g. multiple choice comprehension questions. Every attempt should be made to avoid setting questions which permit 'mugged up' answers or answers based on memory of the content of a book and not on the competent reading of the text itself.

## VI. Remedial Work at Teacher Training Institutions

28. The Conference emphasises the need for care in selecting the errors to receive remedial treatment, and for basing this treatment on research studies available in India, and it notes the need for further research.

29. In spoken English, the emphasis should be on clarity and intelligibility of speech rather than on strict conformity with British Received Pronunciation. Full attention should be given to overall patterns of stress, rhythm and intonation.

30. The tendency to attempt to cover too much in the time available should be avoided. A reduction in the number of selected areas and concentration on priorities will result in better consolidated work and sounder achievement.

31. Remedial work for teachers under training should include fully planned revision of the areas selected for treatment.

32. There is the need to select and plan materials designed to stimulate intrinsic interest in its own right (i. e. activities and topics of real interest to adults), as well as materials which are professionally relevant.

33. It is recommended that trainees should have adequate opportunity to use language selected for remedial work in talks and discussions, intensive and extensive reading, writing, individual and group assignments, and projects.

34. There is a need to give Institute tutors fuller guidance through in-service training in remedial work with adults.

35. Where possible there should be close integration of all relevant language skills, and the fullest possible integration between the improvement of competence in English and other professional needs.

36. The desirability of establishing agreement on what is acceptable English in India should be considered.